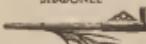




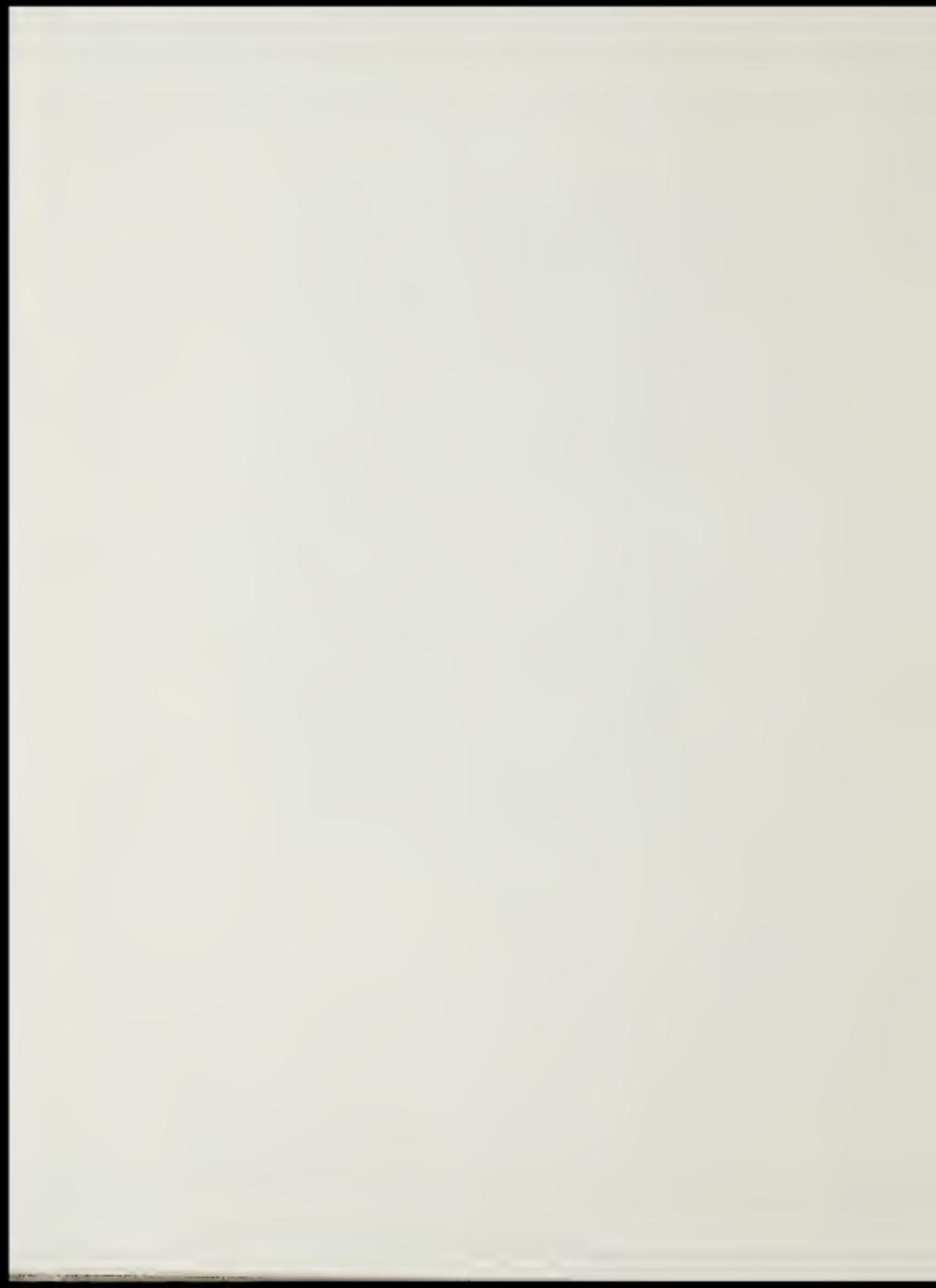
GUACANAGARI PONTIAC      BLACK HAWK  
MONTEZUMA CAPTAIN PIPE      KEOKUK  
GUATIMOTZIN LO GARI      SACAGAWEA  
POWHATAN CORNPLANTER BENITO JUAREZ  
POCAHONTAS JOSEPH BRANT MANGUS  
SAMOSET RED JACKET COLORADAS  
MESSASOTT LITTLE TURTLE LITTLE ROW  
RINE PHILIP SQUAMISH SITTING BULL  
UNCAH OSCEOLA CHIEF JOSEPH  
TEDYUSKUNG SEQUOVA GERONIMO  
SHABONEE



TO PERPETUATE THE HISTORY  
AND DEVELOPMENT OF THE  
PEOPLE REPRESENTED BY THE  
ABOVE CHIEFS AND WISE MEN  
THIS COLLECTION HAS BEEN  
GATHERED BY THEIR FRIEND  
EDWARD EVERETT AYER

AND PRESENTED BY HIM  
TO  
THE NEWBERRY LIBRARY  
1911





# FACTS

Favoring the Location of a

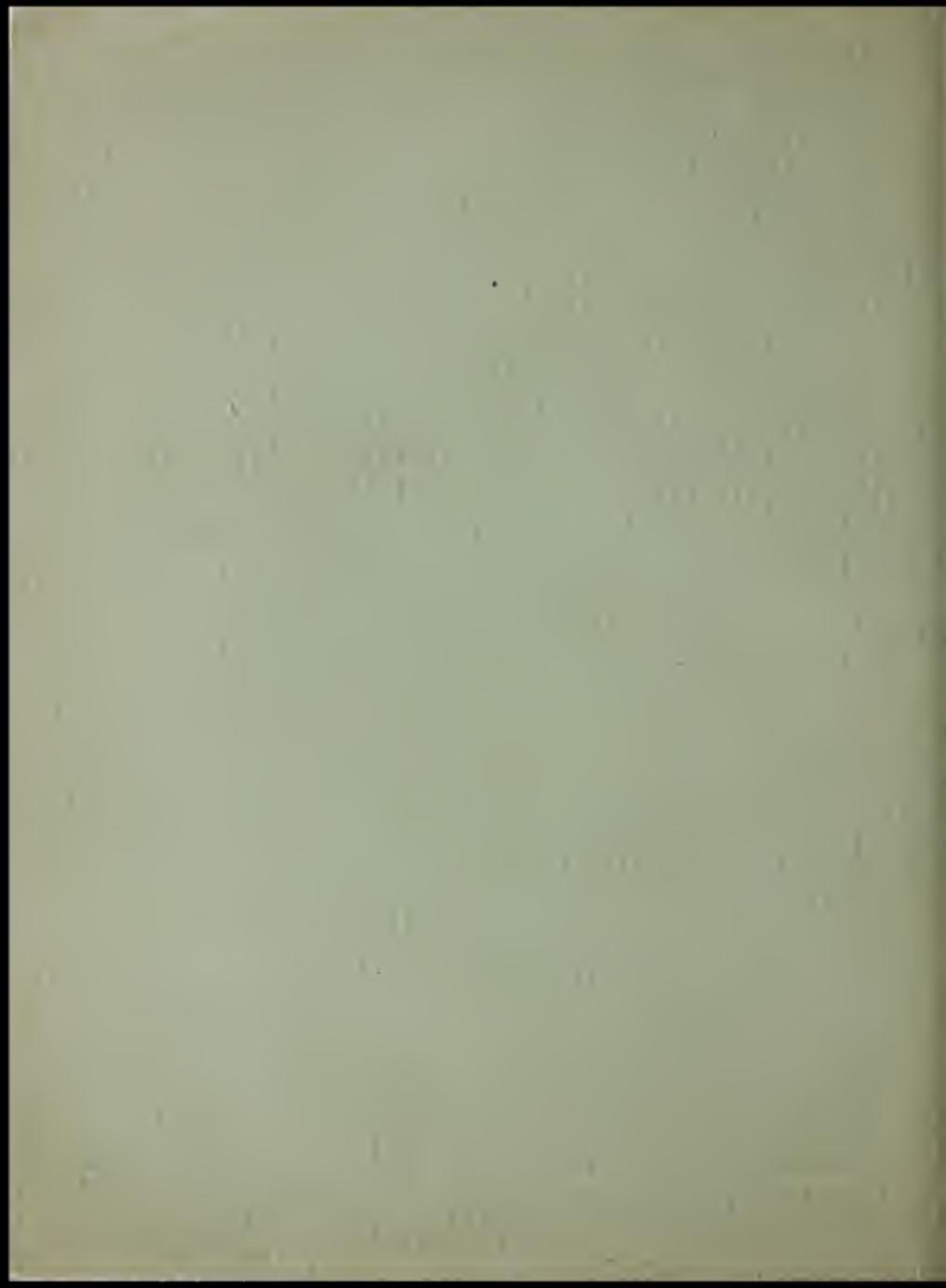
NON-RESERVATION

# INDIAN .. BOARDING .. SCHOOL

on Sec. 15-41-9 near

HAYWARD, WIS.,

In accordance with H. R. 11217, Page 52, "For the erection of the necessary buildings and the equipment of the same, providing a water, sewerage, lighting and heating plant for a boarding school at or near Hayward, Wisconsin, \$60,000.00



TO THE HON. WILLIAM A. JONES,  
COMMISSIONER OF INDIAN AFFAIRS,  
WASHINGTON, D. C.

We desire to place before you a statement of facts that have a bearing upon the location of the Indian school buildings, as passed by the Fifty-Fifth Congress, H. R. 11217 upon page 52 of that Act

Understanding that the location of said school buildings upon the Court O'Reilles Reservation is under consideration, and not at Hayward, as the promoters of the bill, and our Senators and Representatives understood, and intended, when the Bill was framed and passed. If such be true and you have, or are considering the advisability of locating the school upon the reservation, we are confident that you are not fully advised of material facts, and complications that will arise in doing so, as well as mistakes, and results that will follow, and believing that you have the betterment of the Court O'Reilles Indians' conditions sincerely at heart, and would only do what you believed to be in their interest, both in education and civilization, therefore we submit the following:

The Hon. R. L. McCormick was the originator of the idea of the erection of a school building at Hayward for the benefit of the Indian chil-

dren upon the Court O'Reilles Reservation. The matter being first taken up by him in 1892, when the Hon. Myron H. McCord represented this district in Congress. Mr. McCormick having resided in Sawyer County for the past seventeen years, being conversant with their ways, customs and modes of living and knowing that the schools upon the Reservation were failures as such, he again went to Washington in January 1899, laid the matter before our representatives and Commissioner Jones, the Bill was drawn, it being suggested that the words "or near" be put in after the word "at," so that it would not be thought or said that the Government would be obliged to take any certain tract of land, but could have the choice of any land adjoining or near to Hayward.

Let us first consider the question: "Is it in the interest of the Indians to locate the school upon the reservation?"

Time has fully answered. As far back as 1828 a school was established by the Methodists at Lake Court O'Reilles, and the reservation was set off to the Indians by the treaty of Sept. 30, 1854, comprising 66,000 acres of land. The Government now maintains four schools upon the reservation, with nine teachers and assistants, and has done so for a number of years, but still very few, if any, of them can either read or write. The Indians invariably requesting that their children be sent away to Carlisle, Penn., Tomah, Wis., or Lawrence, Kansas, so that they

can receive the benefits of the association with, and be taught the ways of living and habits of the whites. The teachers there now are as competent as any that will follow. The school buildings upon the reservation are comparatively new and commodious, but the children are not there, but are sent away to wean them from the habits and customs of the tribe. Will another or larger building bring them back? It will not. Having conversed with a number of the parents, they say: "We would prefer that our children stay where they are, and not return to the reservation."

Will the Government compel them to do so? It will be committing a wrong, that we do not believe will be done. The Lac Court O'Reilles Reservation has been such for 45 years, and of its 66,000 acres not 200 acres is now, or has been at any time under cultivation. Ira Ishem (White-man-living-with-a-squaw) has about 41 acres under the plow. The Farmer has about 8 acres. Louis Hall (White-man-living-with-a-squaw) has nine acres, Charles Patrick (White-man-living-with-a-squaw) has about five acres and Billy Boy, a half-breed, has about 7 acres. A few others have small garden patches. This comprises all of the improved lands upon the whole reservation. The Chippewa Indians upon the Court O'Reilles reservation follow the traditions and custom of the tribe as their fore-fathers did. If he has built a log-house the wigwam stands by its side, and he lives in the latter in preference to the former. Has no

occupation, except fishing, hunting, berry-picking, sugar-making, rice-gathering; no code of morals, many of them living in open adultery, at least half of them not being married, indulging in ghost, war, medicine and squaw dancing. Is it strange for most of them to wish their children to be brought in touch with civilization within white and civilized communities? Will our Government say, *they are not right*, and that the hundred or more Court O'Reilles children now at Carlisle, Tomah and Lawrence must be returned to the reservation and tribe? We feel confident that the Honorable Commissioner will neither sanction or consent to its being done.

We have made exhaustive research of messages and documents of your office since 1884, and we herewith respectfully submit all that we could find touching upon this subject, marking same, exhibit "C." We were unable to find a single report or document where impartial officials advised the establishing of schools upon the reservation.

FOR FURTHER CONSIDERATION:—

"Cost of getting material from Hayward, nearest point of railroad to reservation—15 miles."

A party of gentlemen had just completed a Club-House and other buildings upon Lake Court O'Reilles adjoining the reservation, and at our request, Mr. John H. Savage, who has had charge of the erection of the buildings has furnished us with cost of hauling material. Mr.

Savage says: "I know from experience that it costs nearly as much as the original cost of material. Lumber \$4.00 a thousand, brick \$5.00 a thousand, stone \$10.50 a cord. Nearest stone being at Grindstone Lake, 7 miles, sandy road, allowing five loads to a cord, two trips a day, distance 28 miles" and Mr. Savage adds, "If school buildings are to be located upon the reservation it will take at least one-quarter of the appropriation to place the material upon the ground." This to us is a *most important* matter, and should, and we believe, will, receive due consideration at your hands. Would anyone be justified in using such a large amount of the appropriation in this way, thus detracting from the cost and size of the building? The people of Sawyer County having agreed to build a side-track and place cars upon the land at Hayward that may be selected for the buildings, thus saving hauling, and expense of handling material.

Also the important factor, of the yearly maintainance of a school upon the reservation, fifteen miles from a railroad would be difficult to estimate, but would amount to a considerable sum annually, and should receive due consideration.

FOR FURTHER CONSIDERATION:— If buildings should be placed upon the reservation, so far from railroads and traffic communications, what would be their value to the Indians, Government or State, if at any time to be utilized for any other purpose than now intended? This is not at all im-

probable. The Chippewa Indians upon the Lac Court O'Reilles Reservation (what is left of them) are only wards of the Government in name. They receive no annuities from the Government. They have no means or way of making a living other than as before enumerated, and they will certainly be no better off during the next 45 years than they have been in the past 45 years upon the reservation and any employee of the La Pointe agency will confirm the fact that the condition of the Indians upon the Court O'Reilles reservation is far below what it was 20 years ago.

It is only a question of a few years, at most, when the reservation will be open to the public, which will do more to civilize and humanize them than anything that could be done.

**FOR FURTHER CONSIDERATION:—** It has been brought to our attention, that it has been said or represented that the soil at or near Hayward is not as good for agricultural purposes as the soil upon the reservation. This is certainly a mistake, and to prove it so, we have had Professor F. H. King Superintendent of the Agricultural Department of the State University at Madison come to Hayward, make an analysis, and report upon the quality of soil at and near Hayward, and also that upon the reservation, from the land said to be considered by Indian Agent Campbell for a building site for the school buildings. We herewith submit Prof. King's report, marking same, exhibit "B.," which we believe settles the

matter beyond controversy or question, and to your entire satisfaction.

Furthermore; *can it be said that a distance of fifteen miles from Hayward complies with the wording of the bill "at or near Hayward?"* Is it such a distance, as in law, would be construed to mean "at or near Hayward?" Would a location at a greater distance than two miles from Hayward comply with the wording of the Bill, "at or near"? Senator Spooner suggested to us: "That building the school upon the reservation would not comply with the intent, meaning or wording of the act." Judge Jenkins, Judge Hayden, and Congressman Alexander Stewart give it as their opinion, that the school buildings cannot be legally located upon the reservation, and if done, would not be carrying out the provision of the act, as located in the Bill.

We respectfully invite your attention to this point, knowing you desire to comply with the law. We do not think the law ought to be violated to defeat the plain intention of the Bill.

HAYWARD AND SAWYER CO.

We desire to say a word about the city of Hayward, and Sawyer county. Sawyer county is one of the largest in the state, containing thirty-eight townships. Hayward is a city of twenty-two hundred inhabitants. The people are industrious and law-abiding. Its business places compare favorably with those of any city in the state of its size. The Sawyer County

Bank at Hayward has an average deposit of \$210,000.00, which shows the thrift and saving of its people. It has two large school buildings, erected at a cost of \$26,000.00 with a corps of fourteen teachers, paying its principal of schools \$1,500 a year, and is on the accredited State High School list. It has a Public Library of three thousand volumes, kept up by its people, and has not been closed a day, week-day or Sunday, for the past twelve years. It is the County seat. Court has not been in session a day the past year. It has not a criminal case, neither a criminal in jail, which speaks well of the morals of the place. It has seven churches, electric lights, steam pumping works, Holly system. It has nine saloons (no more than other towns of its size in the state). In comparison to this there are around and adjoining the reservation fifteen saloons; three of them kept by Squaw men, one kept by William Hogue, one by Mrs. Larson, two by Mrs. Wheeler, one by Paul Lessard, one by William Buel, one by Henry Anderson, one by Adolph Lessard, one by John Cavanaugh, one by John Barry, one by Al. Raynor, one by Joseph Villiard, one by George Willet, one by Frank Bishop and one by Tom Bracklin, all being unlicensed by town, county or state and kept for the Indian trade.

If anyone has spoken deprecatingly of Hayward in this particular, we believe it was done without thought of its effect, and if we knew who have done so, we would gladly go to them, and believe they would retract it, or explain in a way

that would not detract from the position, standing and good name of the citizens of Hayward.

The land that the county of Sawyer and city of Hayward will donate to the government has a natural drainage to the Lake and Namakagon river, and if a site should be selected near the city, as the Bill contemplates, the school could have the benefit of the city water and sewerage system.

FOR FURTHER CONSIDERATION.—Which is the better for the Indians, to locate schools off the Reservation, adjacent to progressive communities and under the supervision of the Superintendent of Indian Schools, an acknowledged educator of ability, or on the Reservation under the control of an Indian agent of possibly limited scholarship, and lacking in sympathy with education, who views the school solely from a business standpoint and seldom sees the school and teachers, but receives his information and bases his actions on the suggestions of his local representative of probably less education, and frequently of questionable character?

We request your careful consideration of the following report of Daniel Dorchester, Supt. of Indian Schools, Abridgement Message and Documents 1889-90, page 727:

"Ever since this work of Indian education and civilization began the Indian agent has been an object of criticism. Holding a position of great importance in the reservation, with large power and ample opportunities for useful and benefi-

cient influence, nevertheless it must be confessed that sometimes the Indian agent has stood stoutly in the way of real improvement, proving himself a deteriorating factor. The cases are not rare in which the agent has been a thorn in the side of the superintendent of the school and the missionary, rendering their efforts nugatory.

"Let me picture a typical but not a personal case: A new agent arrives at the agency. Very soon he shows a dislike for the superintendent of the school, for the matron and some of the teachers. He leaves no stone unturned to make their positions uncomfortable. An earnest, faithful, christian young lady teacher is vilified and crowded out, to make room for a favorite who has no fitness for teaching or desire to benefit the pupils, but who can occupy the place and draw the salary. Other employees are removed to make room for persons of the agent's liking. Gradually the influence of the superintendent is crippled, and he finds himself presiding over an insubordinate corps of employees, and the insubordination countenanced by the agent. After a time an industrial teacher is appointed who is dissolute, profane and drunken. Sustaining close relations with the boys in their work, he inoculates them with his evil virus. Every day they hear the most horrid oaths. The superintendent interposes for the protection of the boys but finds himself the victim of a conspiracy to involve him in insurmountable difficulties by the foulest means, as a pretext for his dismissal. He has the love

and respect of the pupils, but must be driven out that the agent may put at the head of the school one who will be his tool. The faithful superintendent steps aside, and the advent of his successor ushers in more immoral practices, for the corrupt regimen is now fully in the ascendancy. Baseness becomes current where the forces of the best civilization ought to have their radiating center."

We would respectfully refer you to Professor L. D. Harvey, State Superintendent of Public Instruction, whose opinion and judgment in all educational matters cannot be questioned. Professor Harvey has visited the Reservation, recreating and fishing, and has become conversant with the subject matter from personal observation and investigation. During his sojourn upon the Reservation the fore part of this month we requested him to investigate the surroundings and conditions upon the Reservation and see if in his judgment it was the proper place to locate the school and school buildings. He promised us that he would do so and afterwards informed us that he had done so to his own satisfaction. Prof. Harvey is well known in school works throughout the state and nation and an acknowledged authority.

We also wish to call your attention to a letter from Judge John K. Parish, Judge of the Fifteenth Judicial District, addressed to you, attached hereto and submitted as a part of this brief, and marked Exhibit "B." Judge Parish's life long residence in this part of the state, his

many years experience upon the bench and standing as a jurist and citizen, brings with it that weight and conviction that if submitted alone, unsupported by corroborating proof and facts, would not be questioned or contradicted.

Attached hereto also please find plat of Section Fifteen (15), marked Exhibit "D". We regret that you did not see and examine this section of land when here but your time was so limited and stay necessarily short, made it impossible for you to do so. We know that you would have been pleased with the lay of the land, its fertility and natural drainage by lake and river.

We have taken the liberty of sending a copy of this report to Indian Agent Campbell at Ashland for his better information, so that he may be advised and examine into it himself, and advise with you in the matter.

If the truth of any one, or more of the facts set forth in the foregoing brief are questioned we will gladly verify it, or them, upon notice, in such way as may be requested of us.

Respectfully submitted.

June 23rd 1899.

DANIEL McQUARRY,  
Treasurer of Sawyer County.

FRED L. CLARK,  
Sheriff of Sawyer County.

OLE HANSON,  
Clerk of Court of Sawyer County.

C. W. JUNGBURG,  
County Surveyor.

RALPH TELSTAD,  
Register of Deeds Sawyer County.

OTTO CHRISTIANSON,  
County Clerk.

J. F. RIORDUN,  
Dist. Atty., Hayward, Sawyer Co.

J. B. ALEXANDER,  
County Judge.

MRS. EFFIE HARRINGTON,  
Superintendent of Schools,

H. B. SHUE,  
Chairman of County Board, .

ROBERT. C. PUGH,  
Postmaster.

We are not conversant with all of the facts set forth in the foregoing statement, but such as we have personal knowledge of, are true, and from our acquaintance with, and the standing and reputation of the signers, believe all of the facts stated to be true—that the Indian school buildings should not be located upon the Reservation, but at Hayward, one of the best and most promising cities in Northern Wisconsin.

C. A. LAMOREUX,  
Senator 12th District comprising  
counties of Sawyer, Washburn,Bar-  
ron, Bayfield, Ashland and Iron.

A. W. MCLEOD,  
Member of Assembly, Bayfield,  
Sawyer, and Washburn Counties.

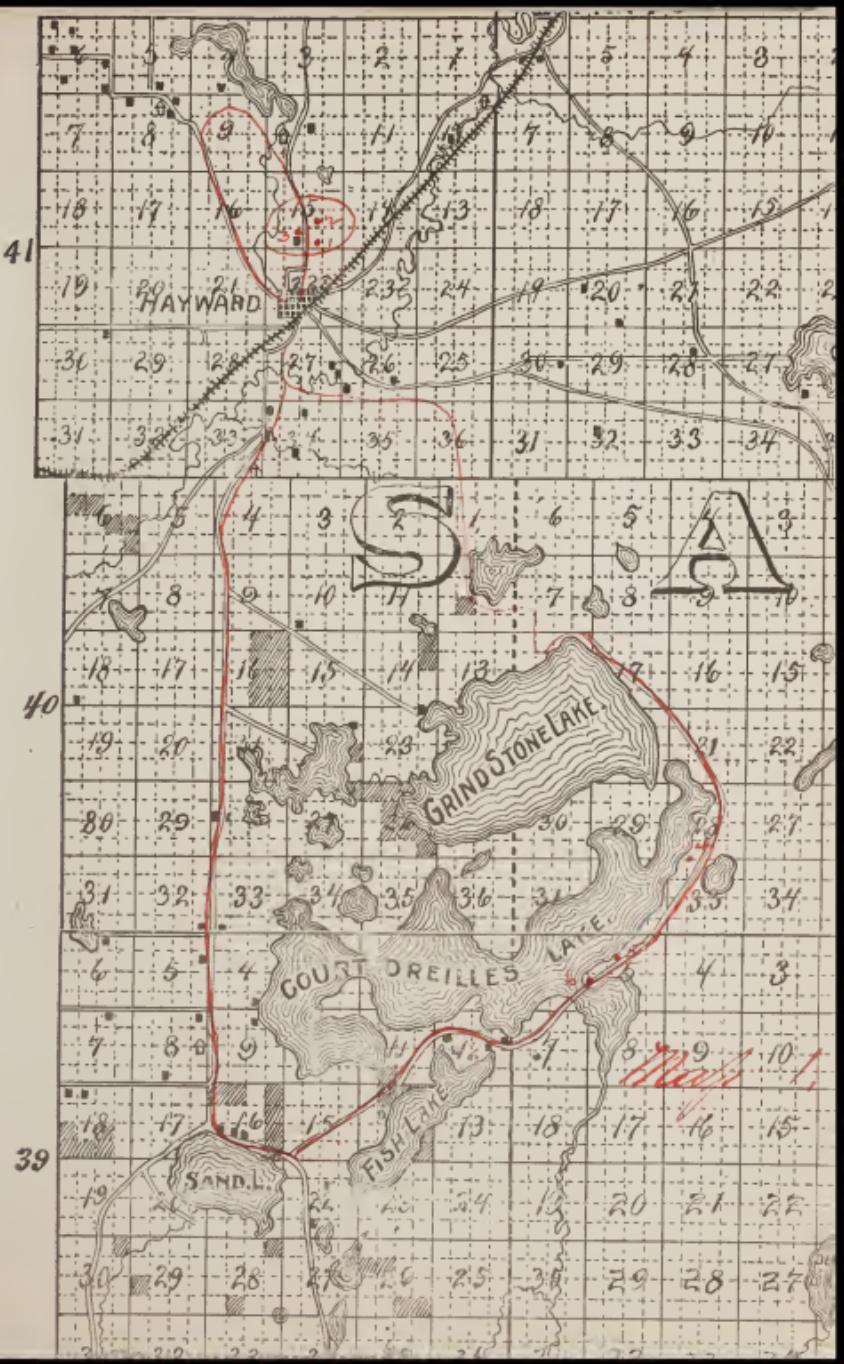
## EXHIBIT A.

## UNIVERSITY OF WISCONSIN—AGRICULTURAL EXPERIMENT STATION.

Report Upon the Soils in the Vicinity of Hayward, Wis., and Upon a Portion of the Court O'Reilles Indian Reservation in Sawyer County. By F. H. King.

At the request of the citizens of Hayward to Prof. W. A. Henry, Director of the Wisconsin Agricultural Experiment Station, the writer visited Hayward and the Court O'Reilles Reservation on June 19th 1899, for the purpose of examining and reporting upon the character of soils in the two localities as to their fitness for farming purposes associated with a proposed Indian school.

The general character of the soils in and about Hayward and upon the Indian Reservation is indicated on the accompanying map numbered 2, which is a photo-engraving of the Wisconsin Geological Survey map published in 1882. It will be seen from an inspection of that map that the soils in the immediate vicinity of Hayward surrounded by the red circle whose centre is in Town 41, Range 9, and upon the Indian Reservation, a portion of which is also enclosed by another similar circle, is what is known as a sandy soil, and so designated by shading and lettering upon the map. With this sandy soil there is also a somewhat finer textured soil known as sandy loam, while outside of this dark shaded area is a light gray





one marked 4, which is a still heavier soil of the clay-loam type.

Our tour of inspection is indicated on map I, and lay along the heavily shaded red line there shown, extending from the vicinity of Hayward southeastward around Grind Stone and Court O'Reilles Lakes, back again into the village of Hayward, but also covering a portion of the territory to the northward and eastward, as indicated by the red lines.

The soil in the immediate vicinity of Hayward to the northward, in sections 21 and 16, Town 41, Range 9, is quite light, coarse-grained, and sandy, unsuitable for most agricultural purposes unless irrigated. But in section 9 we pass off from the sandy soil and come upon a clay loam capable of producing excellent grass and most farm products. The portion of this section crossed by the red line in its northern and north-eastern portion is well adapted to farm purposes, except that it is more rolling and uneven than could be wished, the soil being the best seen anywhere during our tour of inspection except along the west side of Bass and Court O'Reilles lakes in Towns 39 and 40, Range 9.

Samples of soil for analysis were taken in three places near Hayward and at three other places on the Indian reservation at points designated by the centres of the red dots within red circles on map I. The samples taken near Hayward are designated 1, 2 and 3, and those at

the Indian reservation are numbered 4, 5 and 6 respectively. These samples were taken with a soil tube driven into the ground the desired depth, thus securing a complete section of the soil at the place examined. Samples were taken in each the six localities in one-foot sections to a depth of two feet, and the mean effective diameter of the soil grains in each sample has been determined by mechanical analysis. The results of these analyses are as follows:

Table of Effective Diameters of Soil Grains.

AT HAYWARD.

Number of Samples	Surface foot	Second foot
1 Diameter of Grains . . .	.0429 m. m.	.0498 m. m.
2 " " " . . .	.0213 m. m.	.0602 m. m.
3 " " " . . .	.0506 m. m.	.2036 m. m.
Mean	.03826 m.m.	.10453 m.m.

AT INDIAN RESERVATION.

4 Diameter of Grains . . .	.1355 m. m.	.2908 m. m.
5 " " " . . .	.0364 m. m.	.1580 m. m.
6 " " " . . .	.0096 m. m.	.0241 m. m.
Mean	.0605 m. m.	.1576 m. m.

The value of sandy soils and of sandy loams for agricultural purposes increases as the effective diameter of the soil grains decreases, for the reason that the larger the soil grains are the less water the soil is able to retain and the more rapidly the water drains out of it after each rain.

It is during dry seasons and particularly when the interval between rains is more than

seven days that the crops suffer on coarse sandy soils and the coarser sandy loams. The degree of suffering increasing in a marked manner the coarser the soil grains are. The table, therefore, will convey a general idea of the comparative value of such soils as the samples represent.

The ratio of the rates at which air will flow through soils very nearly expresses the ratio at which water will percolate through the same soils, and hence these ratios may serve to indicate the relative power these particular samples of soil possess to retain the water of one shower until another rain shall fall. The time required for one cubic centimeter of air under like conditions to flow through each sample of the different soils taken is given in the next table.

#### SAMPLES AT HAYWARD.

Number of Samples	First foot	Second foot
1 Time of flow of 1 c. c. of air...	5.74 sec.	2.50 sec.
2 " " " 1 " " " .	25.72 sec.	3.90 sec.
3 " " " 1 " " " .	2.07 sec.	.18 sec

#### SAMPLES AT INDIAN RESERVATION.

4 Time of flow of 1 c. c. of air...	.23 sec.	.08 sec.
5 " " " " " " .	6.92 sec.	.35 sec.
6 " " " " " " .	72.51 sec.	14.18 sec.

It will be seen from these tables that sample 4 on the Indian reservation shows a very open soil, which would lose its moisture very rapidly and which could retain but a small amount. The subsoil of sample 3 and of sample 5 is also coarse, as shown by the rapidity with which air moves through it.

Under the rainfall conditions of this season on the soil from which sample 3 was taken at the Poor Farm near Hayward a thick stand of medium clover and timothy 28 inches high was growing at the time of my visit. And as samples 1 and 2 in the same vicinity show a soil of finer texture and one through which air flows much more slowly, it is evident that better crops may be expected from such soils as is represented by samples 2 and 3. The crop on soil 3 would yield certainly from one-half a ton of hay per acre on the lightest portions of the field to one and one-half tons per acre where the samples of soil were taken.

Such soils as those represented by Nos. 1, 2, 3 and 6 will, under good management, produce fair yields of clover hay, excellent potatoes and garden vegetables. They are quick, warm soils, easily worked, having only a slight tendency to become cloddy under careless management, with frequent rotations with clover, and occasional dressings of farmyard manure such land may always be made to give good yields of most crops unless prevented by bad management, drought or insects.

It should be understood that both in the vicinity of Hayward and upon the Indian Reservation the soils are quite irregular in their character and texture, so that it is not possible with samples in a few localities to show the true character of any considerable area. The samples of soil taken represent some of the best found in the two localities, and also some of the poorest.

with the exception already made in regard to Section 9, Town 41, Range 9, where the soil is of an excellent quality, and of the district to the westward of the Lake Court O'Reilles. The soils in both of these localities will make excellent farming land, while the soil within the red circles on map I have varying degrees of value according as they are coarser or finer grained than shown by the six samples represented in the tables. The character of the crop described as growing upon the section where sample 3 was taken, when taken in connection with the character of the rainfall for May and June of this year will give a fair basis for judging the value of lands represented by the other samples.

UNIVERSITY OF WISCONSIN — AGRICULTURAL EXPERIMENT STATION.

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Prof. F. H. King, - - Agricultural Physicist.  
Prof. E. S. Goff - - - Horticulturist.  
Prof. W. L. Carlyle, - - Animal Husbandry.  
Prof. F. W. Woll, - - - Chemist.  
Prof. H. L. Russell, - - Bacteriologist.  
Prof. E. H. Farrington, - Dairy Husbandry.  
J. A. Jeffery, Ass't Prof. Agricultural Physics.  
J. W. Decker, - - - Dairying.  
Alfred Vivian, - - - Assistant Chemist.  
L. H. Adams, - - Farm Superintendent.  
Ida Herfurth, - - Clerk and Stenographer.

Address all communications to the Director.  
Office in Agricultural Hall on the University  
Grounds. Telephone Connection.

Madison, Wis., June 24th, 1899.

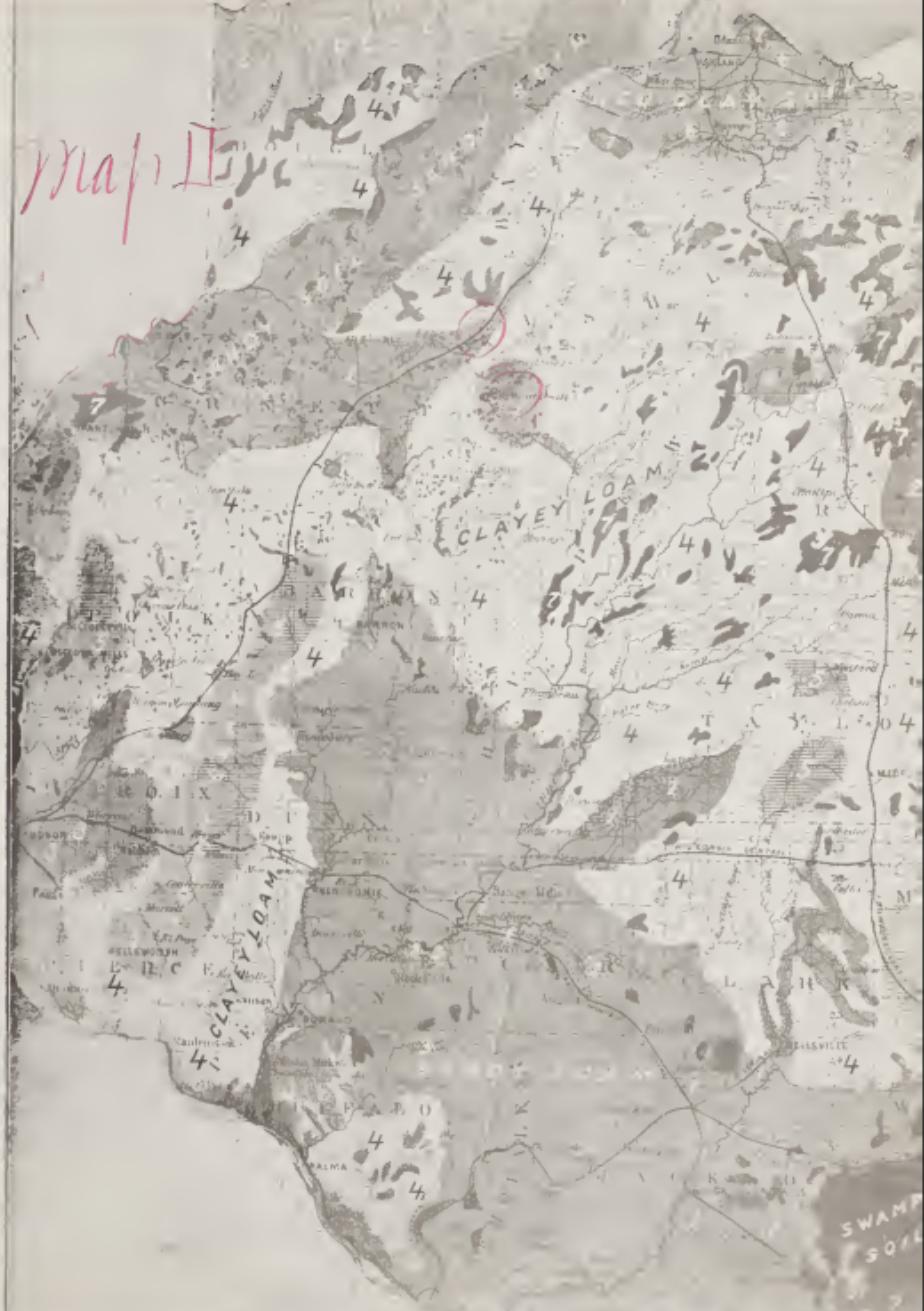
HON. W. A. JONES,

Indian Commissioner, Washington, D. C.

Dear Sir:—

Since making my report to the  
committee of citizens of Hayward, my attention  
has been called to the possibility that an in-

# Map 1





correct inference might be drawn regarding the surface features of Section 15, Town 41, Range 9 from what I have said regarding the surface features of Section 9, cornering upon Section 15 in the same township. To avoid any misinterpretation regarding this point, it is proper to state that the whole of Section 15, unless it be the very northwest corner, is quite level, the lay of the land being such as to well adapt it to farming purposes. It should be said that there is a small lake not shown upon either of the maps, situated not far from the northern portion of the southwest quarter of Section 15.

I have not myself visited the northwest quarter of Section 15, but judging from the mapping on the Wisconsin Geological Survey sheet which is appended to my report, I think there can be no question but that the soil of this quarter, and indeed of the northern half of the section, is likely to be better than that portion where samples 1, 2 and 3 are taken. This conclusion I think is further warranted by the fact that a much heavier growth of timber and underbrush is found in the northern half of the section, there being also there less of the jack pine and more of the oak and hazel and similar vegetation found upon the heavier soils.

Yours truly,  
F. H. KING

## EXHIBIT B.

JOHN R. PARISH,

Ashland, Wis., June 17, 1899.

HON. WILLIAM A. JONES,

Commissioner of Indian Affairs,

Washington, D. C.

My Dear Sir:—

My attention has been called to the fact that a United States school for the education of the children of the tribe of the Chippewas of the Lac Court O'Reilles Reservation, will soon be located. I am very glad to hear this is a fact, as I have been and still am interested, not only personally, but officially, in the training and civilization of the Indians within this 15th Judicial Circuit of the State of Wisconsin. I have been the presiding judge for nearly twelve years of the circuit court of Sawyer county, which includes this reservation, and on several different occasions Indians have had cases in my court, either as defendants in criminal actions, or parties to civil actions.

It would not seem that there would be any question, from the wording of the act recently passed by the 55th Congress, which provides that the school buildings shall be located at or near Hayward, in the county of Sawyer,— yet I am informed that there is some talk of locating the building upon the reservation.

If the act read that the buildings should be located "at or near the Lac Court O'Reilles Indian Reservation", then I think the authorities would transcend their power to locate it within the village of Hayward in said county, for the distance between the village of Hayward and the Reservation is about 15 miles. Of course if it would be unlawful to locate the school buildings in the village if the law read that they should be located "at or near" said Indian Reservation, it would be also unlawful to locate the buildings upon the Reservation as the act provides that they shall be located "at or near the village of Hayward." It is evident the intent of Congress was that the buildings should be located as they have said.—"at or near the village of Hayward."

I would say that the people in and immediately about the village of Hayward are a law-abiding community,—there is none more so in Northern Wisconsin,—which is attested by their numerous most excellent schools and churches which abound there. I regret that I cannot speak as well for the whites who live at or about the Indian Reservation. I speak authoritatively for I know there is as little litigation, especially criminal litigation in that county as in any county in the state. There has not been a criminal case tried within the county for upwards of a year. The last one tried in that county arose at or near the Indian Reservation, and I can safely say that 75 per cent of the crimes that arise within that county, arise at or near the reservation. My official experience has not been confined entirely to the Lac

Court O'Reilles Indian Reservation, for there are two other Indian Reservations located entirely within this circuit.

The object of educating these children is especially to civilize them, and make good citizens of them. They should be removed from their home environments, which are not what they ought to be. By locating the school away from the parents of these Indian children, and giving them the advantages of residing in an enlightened Christian community, the benefit will be great, and the reason that schools upon the Indian Reservations have so uniformly proven a failure, is the fact the Indians are too much under the influence of their savage, or at best, half-civilized parents.

The Government is now starting at the right end of the line, and if they will only carry it out by taking the children when they are young and their minds are easily impressed, and susceptible to training and good example, I think the time is not distant when the hope will be realized that the North America Indian has become civilized and a good citizen.

Trusting that I have not intruded upon you in giving you my views, I remain, as ever,

Very respectfully yours.

JOHN K. PARISH,

Judge of the Fifteenth Judicial Circuit,  
for the State of Wisconsin.

"Exhibit C."

Citations taken from the messages and documents of your office from the year 1884 to 1899 inclusive:

The strange language and the uncouth customs—barriers which the public schools are intended to break down—are the very obstacles which prevent the entrance of the naturally shy, and usually poorly fed and meagerly clad Indian child into a public school. The need of special schools for Indian youth in which they shall have specially adapted help for becoming assimilated in thought and habits with their inexorable civilized surroundings will continue many years. But there are small groups of Indians scattered all over the country for whom no such schools can be provided. Moreover the ultimate end of "absorbing" our small Indian population into our school system, as well as our civil polity, must be kept constantly in view and every effort made, by pressure and persuasion, to increase the attendance of Indian pupils at public schools.

(Abridgment Message and Documents 1895, D. M. Browning, Commissioner, P 712.

The Government must then, in duty to the public, compel the Indian to come out of his isolation into the civilized way that he does not desire to enter—into citizenship—into assimilation with the masses of the Republic—into the

path of National duty; and in passing along that path he will find, not only pleasure in personal independence and delight in individual effort in his own interest, but also the consummation of that patriotic enjoyment which is always to be found in the exercise of that high privilege of contributing to the general welfare.

(Abridgment Message & Documents 1888-9,  
John H. Oberly, Commissioner, Page 761.)

I desire to emphasize a matter already referred to in preceding pages, the importance of more fully secluding the schools on the reservations from the visits and influence of the neighboring Indians. It is well known that many of our best educational institutions in the States are secluded from the intrusions of the outside public by fences, gates, and stringent regulations. How much more needful when we are attempting to divest the young Indian of the uncivilized ideas and habits of his tribe. The pupils should be allowed to visit their homes less frequently and to receive calls from friends only at stated times, and should never be left to run around the agency village. These are serious evils in many places, counteracting in a great degree all efforts for good.

(1889-90, Page 724, J. T. Morgan, Commissioner.)

So long as Indians continue to maintain tribal relations, and so long as they are confined to the limits of their reservations, the Indian question will continue to be a problem. They must become more intimate with our citizenship. They

must be taught by actual experience and association the important lessons of social economy. They should no longer be a secluded part of our civilization; they should be made useful and acknowledged members of our society.

In our efforts to humanize, Christianize, and educate the Indian we should endeavor to divorce him from his primitive habits and customs. He should be induced to emulate the white man in all things that conduce to his happiness and comfort.

(1898 Commissioner of Indian affairs, Estell Reel, Sup't Pages 346-7 )

The schools should be located in the midst of a farming community remote from reservations, and in the vicinity of railroads and some thriving village or city. The students would thus be free from the great downpull of the camp, and be able to mingle with the civilized people that surround them, and to participate in their civilization.

(1889-90, Page 693, J. T. Morgan, Commissioner.)

Through Carlisle as a preparing place hundreds more of our Indian children can be sent into other healthful, educating homes of the country. If from Carlisle, why not from the other Indian schools? The great hindrance is in yielding to the tribalizers and the multiplying of tribal schools, which only emphasize the false line of races. We can just as easily and more cheaply give the broader and really American

training by a general use of schools remote from the tribe, and from them forward the children into the public schools, which will lead out from and disintegrate the tribe and bring individual usefulness as industrious American citizens. The reservation in all its management builds against this, and by its inducements recalls and destroys much that is done, and then often adds calumny to the crime.

(1898 Commissioner of Indian Affairs, R. H. Pratt, Superintendent Carlisle School, Page 388)

As before remarked the schools for educating the Indian are here classified as boarding and day schools; the first of these classes admits of subdivision into *schools under bonded superintendents*, under Indian agents, and under societies and individuals either as contractors with the United States Government or as independent Missionary enterprises. The specific difference between schools controlled by employes of the government under the name of superintendent and those under the authority of United States Indian agents is more than one of name. "Experience has shown," says Superintendent Riley, "that the schools so conducted (under the direction of bonded superintendents) have shown much better results than have been attained at the schools supervised by Indian agents," and further, "In the selection of Indian agents men of good business qualifications are sought. Even if they would devote the time required for the proper supervision of the schools to that work, but few of them would be found to

have had the experience or to possess the special qualifications requisite to the successful performance of such duty."

(Commissioner of Education 1886-7, Page 870, Report of J. B. Riley, Sup't of Indian schools.)

It will thus be seen that these non-reservation schools had their origin in 1879, and have had a steady growth ever since. They seem to have found special favor in the eyes of Congress and have received cordial support.

Two great considerations which may be urged in behalf of these nonreservation schools are:

(1) That they bring the Indian pupils into more vital contact with civilization. Most of the schools are situated in the midst of prosperous communities, where the pupils can have actual experience in the advantages and privileges offered by civilization. What they see of the busy life of commerce, manufactures, agriculture and what they learn of the social conditions of the white people by mingling with them, constitutes an important factor in their own education, and serves to awaken in their minds a desire to participate in its benefits.

The "Outing system" which has been in successful operation at Carlisle, and is now beginning to be operative in several other schools, while not fulfilling the expectations of its most earnest advocates in inducing the Indians to permanently settle in white communities, has served, nevertheless, a good purpose in giving to the pupils an opportunity to work along with

white people, and to associate with them more intimately, and thus to learn, by actually performing the duties involved in civilized pursuits, something of what it means to work for themselves. I do not hesitate to say that in these respects these schools are doing for the promotion of civilization among the Indians what can not, by any possibility, be done by the reservation schools.

(2) Another and scarcely less important service rendered by the schools is the opportunity which they afford for the people of this country to see what can actually be done for Indian youth under favorable circumstances. The old notion that an Indian cannot be taught or civilized, that he will not work, has been almost entirely driven away from the public thought by what has been demonstrated in these institutions of learning. To see is to believe. A visit to one of these schools usually serves to remove from the mind of the visitor the prejudice, however deep-seated, against the Indian as a natural savage, and a necessarily inferior being.

(Abridgement Message & Documents 1892-3.  
Pages 723-4, J. T. Morgan, commissioner.)

#### NONRESERVATION BOARDING SCHOOLS.

The system of boarding schools off from reservations, now in successful operation, is slowly but surely accomplishing revolutionary and desirable results. Children from different tribes are brought together under influences where all tribal differences disappear. They learn to respect each other, and are prepared for associa-

tion together as fellow citizens. They hear and use only the English language, are removed from the contaminating influences of camp life, become accustomed to the usages of civilization, and are trained to habits of industry, thrift and self-reliance.

(Abridgment Message & Documents 1889-90,  
Page 621, J. T. Morgan, Commissioner.)

THE INDIAN PROBLEM FROM AN INDIAN'S STANDPOINT.

Five or ten government employees at an agency or on a reservation can never elevate its thousand of Indians; on the contrary, you send teachers to elevate the Indians and in a few years these teachers become Indians in habit and thought.

Would you isolate your children on a barren soil?

Would you surround them with ignorance and superstition?

Would you put them among idlers, beggars gamblers, paupers and cowboys?

Would you put around them the bowie knife, the revolver and the bayonet?

Would you deliberately place them away from any civilization whatever? If you did all this would you expect them to be cultured, refined, intelligent, humane and honest?

To accomplish the elevation of the Indian, compulsory education will be necessary. This education should not be on the reservations, nor near them, but in your public schools. If the

choice of my life had been left to my mother and father or myself, I would not be here. Ignorance and the very depth of barbarism would have been my fate.

You ask what shall be done with the reservations which the nation holds in trust for the Indian? I answer, sell them to bona fide settlers. What shall be done with the money? Use it, and more if necessary for the education of every child or youth. Where and how would you educate them? Away with the reservation schools. Send all children to the most civilized communities, not in large masses, but scatter them in small classes over the United States, and place them in the public schools. Let them be brought up in and become citizens of the various states. But this would be cruel to take little children from their parents and natural protectors. True, I know about that, because it happened to me. But you ask what right have we to take away a child from its Indian parents? I answer it is done every day by the Courts in the cases of white children whose parents are incapable of taking care of them. You can never civilize the Indian until you place him, while yet young (and the younger the better) in direct relations with good civilization. When you do this with judgment, you will succeed and make him a useful citizen of the Republic.

The reservation can never furnish the necessary conditions, the cure must come from association with enlightened Christian people. I

wish that I could collect all the Indian children load them in ships at San Francisco, circle them around Cape Horn, pass them through Castle Garden, put them under the same individual care that the children of foreign emigrant's have in your public schools, and when they are matured and moderately educated, let them do what other men and women do—take care of themselves.

(Commissioner of Education, 1896-7, Volume 2, Page 1520-22.)

(Address by Dr. Carlos Montezuma, an Apache Indian.)

47

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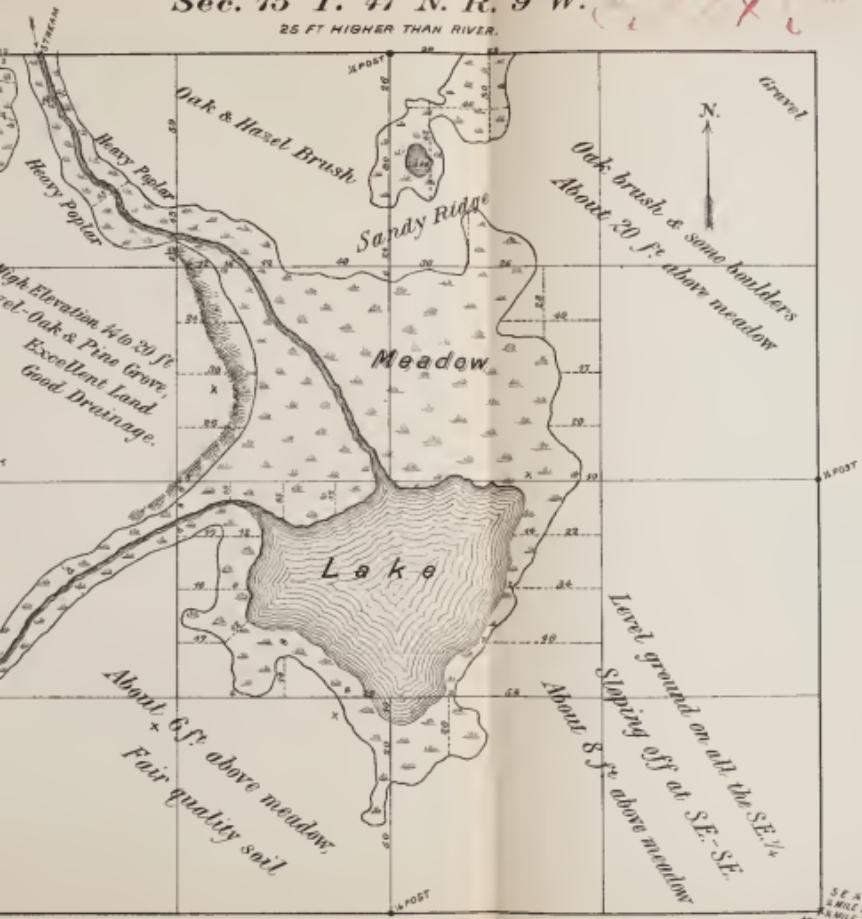
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**SITE OFFERED BY CITIZENS OF HAYWARD, WIS.**

*Sec. 15 T. 41 N. R. 9 W.*

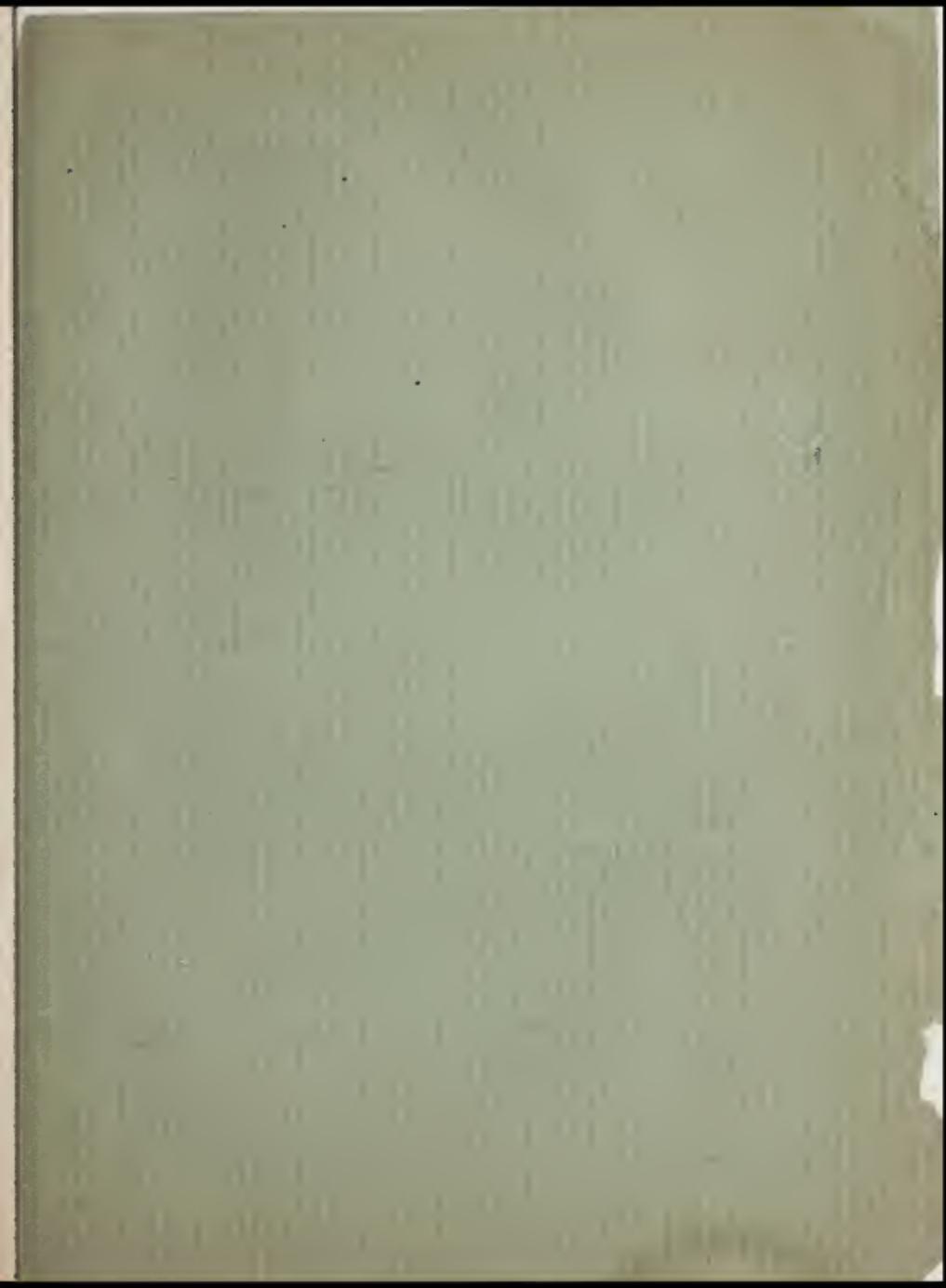
25 FT HIGHER THAN RIVER

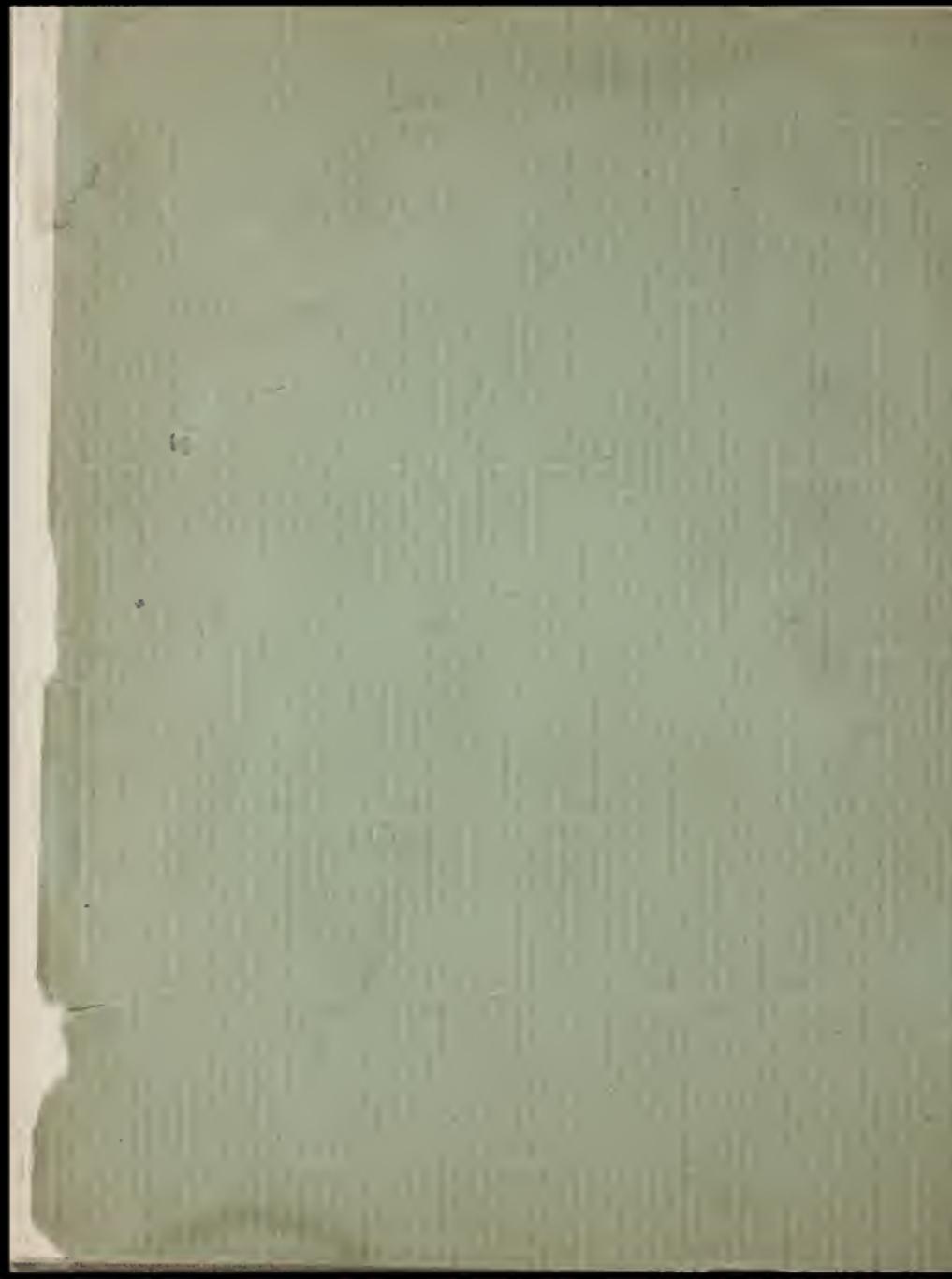


(Figures indicate rods distance)

5 E. OF SECTION  
2 MILE TO RIVER  
1 MILE TO RIVER  
ABOUT 25' HIGHER THAN RIVER











6

